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ABSTRACT

The Graduate Intern Program for elementary and secondary school teachers at Lehigh University provides an advanced-level means of entry into teaching for persons holding a bachelor's degree, knowledge of a major subject, and experience of other employment, community service, parenthood, and/or travel. The program consists of 36 course credits in academic, clinical, and field experiences, which fulfill both state requirements for teacher certification and university requirements for a master's degree. Secondary school interns earn an M.A. in secondary education; elementary interns earn an M.Ed. in elementary education. It includes a paid internship, which helps with the cost of graduate study. There are two major justifications for the program. It provides an alternate and feasible means of entry into teaching for mature and experienced persons who did not choose undergraduate education courses but who now have a strong interest in teaching. An important and distinctive feature of the program is employment as a full-time intern teacher with complete responsibility for the classroom, under supervision from the university for one school year. Appended to this report are the curricula for both the elementary and the secondary programs. (JD)

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LEHIGH UNIVERSITY
School of Education

ENTRY FOR AACTE
DISTINGUISHED ACHIEVEMENT AWARD PROGRAM

SUMMARY

The Graduate Intern Program for Elementary and Secondary School Teachers offered by Lehigh University's School of Education is distinguished by the following characteristics:

- provision of an advanced-level means of entry into teaching for persons having post-college maturity and diversity of experiences
- a short, concentrated pre-teaching program
- intensive supervision of the entire first year of employment,* requiring complete, independent classroom responsibility and relating competency to sustained performance (the internship)
- selective admission to and retention in graduate school
- graduate level analysis of educational theory and processes
- flexibility to adjust enrollment to changing employment opportunities

*Consistent with recommendations by Howsam, Corrigan, Denemark, and Nash, Educating a Profession, AACTE, 1976, pp. 98-100.

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Selected applicants enter on the strength of a bachelor's degree, knowledge of a major subject, distributions, in liberal studies, and experiences of other employment, community service, parenthood, and/or travel.

The program consists of 36 course credits in academic, clinical and field experiences, which fulfill both state requirements for teacher certification and university requirements for a master's degree. Secondary school interns earn an M.A. in Secondary Education, one third of the credits being taught in university departments of the subjects interns intend to teach. Elementary interns earn an M.Ed. in Elementary Education. The program may be completed in two years. It includes a paid internship, which helps with the cost of graduate study.

There are two major justifications for the program. First, it provides an alternate and feasible means of entry into teaching for mature and experienced persons who did not choose undergraduate education courses but who now have a strong interest in teaching. Second, it seeks to improve the academic and experiential quality of those entering teaching.

COMPREHENSIVE EXPLANATION AND ANALYSIS

Development and Description

The graduate-level Intern Program for Elementary and Secondary School Teachers at Lehigh University's School of Education began in 1962 in response to a decision to concentrate on graduate professional programs in education and at a time when there was a shortage of teachers, combined with a thrust toward upgrading the academic qualifications of teachers and pupils during the post-Sputnik years. The program has two major purposes. First, it provides a means of entry into teaching for mature persons lacking education specialization from undergraduate studies but now interested in teaching. Second, it can strengthen the teaching profession by attracting persons from liberal arts colleges with their broad knowledge, their subject specialization through a major study, and with a variety of non-school experiences possible with added age.

In 1965-66, Lehigh's Intern Program was granted experimental approval by the Pennsylvania Department of Education (P.D.E.) and has received renewed approvals ever since. The P.D.E. issues an Intern Certificate for use only by those teacher candidates in the state working for certification through an intern-style program, which program must be evaluated periodically by teams from the state. In 1967, the program received NCATE approval and momentarily expects renewal of this approval as a result of a team visit completed in October 1977.

At the beginning of Lehigh's involvement in intern-type programs two considerations were paramount: (1) a shortage of certificated teachers, especially of math, science and modern foreign languages and (2) the quality of intellectual, academic, and experiential preparation of teachers in light of academic upgrading in the schools during the post-Sputnik era.

The program has developed through numerous changes adopted as we learned what worked best for schools, interns, and university staff. Examples of developmental changes are reduction of the program from the original 45 credit hours to 36 and lengthening of the internship from one semester to two, when cooperating schools objected to the mid-year change in staff, as the interns had worked in tandem. Also, in face of the recent scarcity of teaching positions, the program reduced the number of admissions to be appropriate to the probability of available internships. Lehigh has continually sought to upgrade the organization, sequence, procedures, admission standards, course content, and scope of field experiences, by responding to recommendations made by P.D.E., Middle States, and NCATE teams of evaluators, by faculty and supervisors, and by intern participants themselves, whose evaluations have been sought annually through questionnaires and interviews. It has been our intent to keep the program flexible and responsive to needs of interns and cooperating schools. Flexibility has been facilitated by its experimental status, the small size of the program, and the capacity to adjust the admission rate to the predicted market

for intern placement.

Graduate Degrees. During its history the components of courses and field activities for elementary and secondary teacher interns have been kept parallel, except that secondary interns are required to include 12 credit hours of study out of the 36 in departments of the subjects they will be certified to teach. Thus, the latter earn an M.A. degree in Secondary Education, while the elementary interns take these 12 credits in the pedagogy of elementary school subjects and earn an M.Ed. in Elementary Education.

Population. To date approximately 800 teachers or an average of 50 per year have been certified through this program, roughly half being elementary teachers. Nationwide, intern programs are less available for elementary than secondary candidates. Not by policy, but consistent with teacher population in elementary schools, Lehigh's program has prepared more women than men for elementary school teaching; however, it should be noted that the proportion of male elementary interns is higher than in the schools. More men also are attracted to the secondary school intern program (62%) than is characteristic of the teacher population in the nation's schools. This may be evidence that a better balance between men and women on teaching staffs at all levels may be achieved through offering a later (post college) career choice to men to enter the education profession.

Admission. Applicants holding a bachelor's degree from an accredited college are carefully screened for admission, in-

asmuch as we intend to keep the program small and provide close supervision. Selection is made by university faculty participating in the intern program, not by the university admission office, and is based on the distribution and quality of undergraduate studies (through examination of transcripts and a 2.75 cumulative grade point average), on letters of recommendation from college professors and personnel attesting to personal characteristics, and on two interviews with Lehigh faculty. Evidence is sought about long-time commitment to teaching or experience in leadership of youth groups, extracurricular activities and hobby interests, as well as qualities of personality and character which indicate promise of success as teachers of young people. Each intern enters having the strength of studies in an academic major.

Why Graduate Level? In these times of over-supply of teachers it is sensible that the standards for entry into the profession become truly "professional." It is thought that this can be accomplished by tightening the entry requirements, not only to reduce the numbers by intervening at the start of training before years of costs in time, energy, and money, but equally importantly to raise the qualifications for those who teach. Among these qualifications should be academic ability, emotional maturity, sense of responsibility and judgement, humane understanding of the human condition in the complex social context in which the schools operate. Age and experience do not guarantee

growth in these cognitive and affective domains but the probability of gaining them with more living, coupled with a selective process of admission, is to be expected. Initial certification of teachers at the graduate level is one means to overcome, in Dan Lortie's words, the weakness of "easy access" which reduces the quality and inflates the supply of teachers. Inasmuch as teachers want to behold themselves and be beheld as professionals in a difficult and significant career of human service, a quality, graduate teacher intern program for preparing entry-level teachers is an effort to increase the standards for entry into teaching and to raise the level of analysis and sophistication of teacher training.

Because of their age the interns as a group are more mature than undergraduate education majors and have a diversity of backgrounds. The majority are recently graduated but some are thirty to forty years old. Many have had previous teaching experience without certification, have completed Peace Corps assignments or overseas military duty (several were retired officers), have raised children of their own, have been Scout or Y leaders, playground supervisors, camp counselors, business employees or entrepreneurs, and/or were campus leaders.

Program Sequence. Once selected, the interns undertake a program of 36 course credits in educational foundations studies, in educational research techniques and findings, in pedagogy, and in two field experiences (9 credits).

Interns may begin course work in September, January, or June. Prior to the internship all secondary interns must complete a minimum core of four courses in lesson planning, practice-in-teaching, methods of teaching, and psychological or sociological foundations of education. In this program we have not been able to attribute consistent differences in skill of teaching during the internship to differences in the number of course credits completed in education prior to the internship, perhaps because so much is best learned by the act of teaching itself. Obviously, one of the experimental factors in the program, especially for secondary school interns, is the foreshortened 3-12 month pre-teaching preparation for college graduates. Elementary interns, however, must complete eight courses before the internship, in order to include instructional methods and materials in the various elementary school subjects - reading, arithmetic, science, language arts, social studies. Except for a seminar for interns, students are encouraged not to take academic courses while doing the internship, on the grounds that full effort is needed in their teaching position. Secondary interns study four courses in the departments of their cognate fields before or after the internship to complete the degree. This academic component is especially popular with them, allowing advanced study in their undergraduate major field or, in cases of substantial previous preparation, it allows some to intensify knowledge in a related field for extension of certification to a second subject, an

asset in these days of staff retrenchment in public schools.

Field Experiences. The first field experience, called Practice-in-Teaching, may come as early as the first month, for those admitted in June, or may come after the fourth or eighth month of full-time study. It consists of a short observation period and then five to six weeks teaching; concomitantly the interns take a course in teaching methods. For the elementary school interns the locus is the elementary, campus school, where they work closely with a cooperating teacher. For the secondary interns in the early years of the program the practice-in-teaching was gained in the summer school programs of several local high schools. In recent years, however, a single locus has been arranged with one local district, in order to provide more uniform supervision and a single site. Here each is given full responsibility for two classes daily. The university program pays this district a small stipend for each intern allowed to teach there. During summer school the district hires its own department chairmen to supervise daily the work of the novice interns. The university sends one supervisor for the group. This field experience helps in the selective process of deciding who should continue the program to become teachers; it is at this point that some decide for themselves that teaching is not for them.

The most important and distinctive feature of the program is employment as a full-time intern teacher with full complete responsibility for the classroom, under supervision from the

university for one school year (six credits).*

The possibility of undertaking this internship as early as 3-12 months after beginning studies in education is distinctive, even heretical. Teacher preparation has tended to remain traditional despite numerous research studies showing low correlations between length of teacher training and pupil achievement, as reported by Coleman, Jencks, Jencks and Brown, et. al. This program is clearly based on the hypothesis that the best way to learn to teach is to teach (under supervision of an experienced teacher), a truism known and cited by many experienced teachers.

Placement. The program has been able to place interns at full, on-schedule salaries for one year in public, private, and parochial schools within a fifty-mile radius of the University. These elementary and secondary interns serve as the "teacher of record" with all responsibilities of a regular beginning teacher, as contrasted to the apprentice-style field experience of student teachers. Such placements have been possible because schools appreciate the intensive supervision of interns every other week supplied by experienced teachers on the staff of the School of Education, because the elementary and secondary school administrators' seem to respect the quality of selection and training of intern candidates at Lehigh, and because the Pennsylvania Department of Education supports this alternative format by

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*It may be noted that this practice is a forerunner and exemplification of the recommendation made by Howsam, Corrigan, Denemark, and Nash, Educating a Profession, AACTS, 1976, pp. 98-100.

providing an intern certificate for students in approved programs. The intern style of independent field experience obviates weaknesses which have been attributed to student teaching, namely, carry-over of the "master" teacher's authority, imitation of the style and strictures and perhaps weaknesses of the master teacher, and failure to develop one's own unique teaching style and self-confidence.

As the current over-supply of teachers makes placement for the internship increasingly difficult, the number of admissions is being reduced in relation to reality; at present we are considering the flexibility of continuing the paid internships where available while offering alternatives such as partial pay, cluster teaching, or even unpaid field experiences temporarily, but always under the same close supervision from the university.

Supervision on a bi-weekly basis with approximately ten interns assigned to one university supervisor is the sine qua non of an intern-style program for initial teacher preparation. It must be regular, more frequent than often can be provided in large undergraduate classes, supportive, and individualized. Supervisors with energy, enthusiasm, and creative ideas about materials and methods of presentation are essential. Ideally there should be one supervisior experienced in each of the major subject areas for secondary school interns, but in a small program it is possible to operate with fewer.

Objectives and Goals. The goals of Lehigh's Teacher Intern

Program are four: (1) to improve the academic and experiential quality of persons entering teaching, this by selective admission practices which a graduate school can require; (2) to attract into teaching and provide an entry means for persons of post-college maturity and diverse experiences, who chose not to elect teacher preparation as undergraduates, thus, it is felt, enriching school staffs and benefiting the pupils; (3) to demand a more sophisticated analysis of educational purposes and processes coupled with critical thinking, self-determination, and problem-solving as fostered at the level and age of graduate study; (4) to improve the success of beginning teachers by providing frequent, professional, supportive assistance during the entire first year of teaching, rather than abandoning them in their time of greatest need.

Evaluation. Objective evidence that the above goals have been fulfilled can be found for numbers 1,2, and 3 in the program's cumulative data on grade-point averages, in interview reports, and in the self-evident reputation of graduate study by tradition in universities of sound reputation. Support for goal #4 cannot be based on a comparative study of interns vs. teachers who experienced supervised student teaching, because of the massive complexities of experimental controls, teacher evaluation, and differences in individuals, classes of students, and school contexts. The most pragmatic means of evaluation is the record of high re-employment by the cooperating districts of internship and

the principals' evaluations of interns' compared to average first-year teachers in their schools.

To learn whether the program is a viable way to prepare teachers there are four sources of evidence.

(1) One clear measure of effectiveness is the proportion of schools which sought to rehire the intern a second year. That rate has ranged from 71% to 100% in the past 12 years and has averaged 85.8%.

(2) The principals of the cooperating schools (we have no contract or guarantee from schools to take interns; the intern must compete for his position on the open market) have been asked annually to rate the interns as average, above, or below average compared to their average first-year teachers. These ratings in eleven years have indicated 37.7% average, 47.5% above the average, and 11.2% below the average first-year teacher in their experience as administrators. Incomplete returns account for the remaining 3.6%.

(3) Secondary interns indicated their over-all evaluations of the intern program in a 1977 follow-up study of 139 former interns, when the program was fifteen years old. On a five point scale the top two ranks "Good" and "Very Good" were selected by 75% of the respondents.

(4) Another pragmatic sign of success is high career stability noted among interns. Compared to traditionally trained teachers, one-third of whom never enter teaching,* virtually all interns complete a full year of teaching as a minimum (the internship) and all but a handful over the fifteen years since the beginning have continued to teach one or more years after the internship. Based on a sample of 97 secondary interns (comparable studies have not yet been completed for elementary interns) in 1971 when the program was nine years old and had certified 254 secondary teachers, 81% were still in instructional or school supervisory roles. With longer potential experience this rate of stability had declined to approximately 70% in a sample of 139 secondary interns from a population of 378, according to the 1977 follow-up study, when the program was fifteen years old.

Personnel and Budget. One coordinator for the elementary interns and one for the secondary are faculty members also employed to teach courses of service to other students in the School of Education. Therefore, the School's course offerings are enriched

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*Ronald Corwin, A Sociology of Education, N.Y.; Appleton-Century Crofts, 1965, pp. 5-6.

and the coordinators' salaries are only partially attributed to costs of the program. These coordinators teach, take charge of intern admission, placement, and certification, and may do some supervision.

Additional staff needed consists of one full-time supervisor for approximately every ten interns. Supervisors can be obtained at a salary less than that of an instructor. Lehigh has also successfully used as supervisors graduate assistants on a half-time basis; these are experienced teachers or administrators on leave from their districts in order to undertake doctoral degree studies at the University.

Other expenses are for reimbursement for the supervisors' mileage and for fees paid to the cooperating summer school where secondary interns get their initial field experience.

Besides tuition, the only income generated comes from a fee for supervision charged interns for each semester they receive such services, to cover the high expenses for the supervisor's mileage, primarily. This fee is about equal to tuition for three credits. Lehigh has wisely maintained the program on hard money, in order that federal or foundation grants would not fade and leave the program stranded.

Recommendations. Graduate schools which choose the intern model for initial teacher preparation should mount the program on hard money and keep the number of interns small and selected, expanding and contracting in view of the job market.

They should place interns in many different schools rather than depend on one or two centers or a "take over" of any one district. Thus, if for any reason a school will no longer hire interns, the placement market will not have dried up.

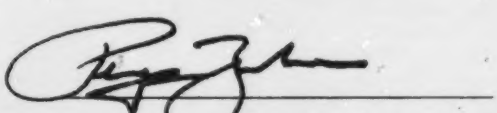
And finally, as placement gets harder and harder so that the institution has to place some interns farther and farther from the campus, an intern program should not be tempted to hand over the supervision to some administrator near the intern's place of employment. The quality of supervision and the feed-back provided are essential components of a quality program.

Charging a supervisory fee, in addition to tuition, is recommended in order to help defray costs of mileage for supervision, certification processing, and placement.

Finally, if the institution has an undergraduate program for teacher preparation, it should consider the advisablity, in view of the strengths described above, of requiring a fifth year (the supervised internship) for completion of certification of all beginning teachers.

Submitted by
Director of Teacher Intern Program
Alice D. Rinehart, Associate Professor

Signed by
AACTE, Chief Instructional Representative



Perry A. Zirkel, Dean

Appendix A

SCHOOL OF EDUCATION
LEHIGH UNIVERSITY
Elementary Education
Guide to Master's Degree Program

Area I. Foundations of Education	**6 hours

Ed. 400 - Psychological Foundations of Education
Ed. 401 - Sociological Foundations of Education

Ed. 406 - Historical Foundations of Education
Ed. 407 - Philosophical Foundations of Education
Ed. 408 - Comparative Education

Area II. Development of Professional Skills	6 hours

Ed. 414 - Child Development
*Ed. 416 - Classroom Didactics
Ed. 422 - Education of Exceptional Children
Ed. 423 - Diagnositic and Remedial Teaching
Ed. 425 - Diagnosis and Adjustment of Reading Difficulties
*Ed. 427 - Participation in Teaching
*Ed. 428 - Intern Teaching
*Ed. 429 - Intern Teaching Seminar

Area III. Subject and Skill Areas	9 hours

Ed. 424 - Linguistics in Education
Ed. 431 - Developmental Reading
Ed. 434 - Mathematics in Elementary Education
Ed. 435 - Social Studies in Elementary Education
Ed. 436 - Science in Elementary Education
Ed. 437 - Language Arts in Elementary Education
Ed. 438 - Fine Arts in Elementary Education
Ed. 444 - Elementary School Curriculum
Ed. 449 - Children's Literature in Reading Instruction
Ed. 391 or 392 - Workshops in Elementary Education

With the approval of your advisor six hours of related courses in the academic discipline may be substituted

Area IV. Research and Measurement	3 hours

Ed. 471 - Evaluation in Education
Ed. 472 - Educational Tests and Measurements
**Ed. 493 - Research

Area V. Electives	6 hours

Selection of electives may be made from any offerings in the School of Education or from courses offered in the various academic disciplines. Approval of your advisor is required.

* Intern Program (Open only to Interns)
** Required

Appendix B

PROGRAM OF STUDIES

SECONDARY TEACHER INTERN PROGRAM

MASTER OF ARTS IN EDUCATION DEGREE PROGRAM
in the Secondary School Teacher Intern Program
Thirty-six Semester Hours

All programs are developed by advisement.
Each course is 3 hours credit unless indicated otherwise.

One*	Ed. 400 Psychological Foundations of Education Ed. 401 Sociological Foundations of Education
One*	Ed. 406 Historical Foundations of Education Ed. 407 Philosophical Foundations of Education Ed. 408 Comparative Education
*	Ed. 493 Research
*	Ed. 416 Classroom Didactics Ed. 427 Participation in Teaching {together Ed. 429 Intern Seminar
*	Ed. 428 Intern Teaching (6 hours) - Two Lehigh semesters or one school year under supervision.
Electives upon advisement	Ed. 393 Instructional Media Ed. 419 Youth in Society Ed. 422 Education of Exceptional Children Ed. 425 Diagnosis and Adjustment of Reading Difficulties Ed. 431 Developmental Reading Ed. 454 Secondary School Curriculum Ed. 471 Evaluation in Education Ed. 492 Advanced Secondary Seminar on Programs for Gifted and Talented Students Others
*	Teaching Field (12 hours)

Alice D. Rinehart
Director, Secondary Intern Program

*Required